DOCUMENT RESUME

ED 178 260 RC 011 694

AUTHOR Tomusek, Patsy F.; And Others
TITLE Evaluation Design: ESEA Title I Migrant Program. Publication No. 79.03.
INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS AGENCY Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE 79
NOTE 85p.; Not available in paper copy due to small print size

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Ancillary Services; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Evaluation Needs; Instructional Programs; *Migrant Education; Migrant Health Services; Needs Assessment; *Objectives; Parent Participation; Preschool Education; Program Design; *Program Evaluation; Public Schools

ABSTRACT

Operating on a budget of $845,745, the 1979-80 Austin Independent School District Title I Migrant Program for current and former migrant children at preschool through high school levels centers around student recruitment and parental involvement, a pending at-home program for children aged 2-3, a pre-K through 12 instructional program, and health and clothing support services. Program evaluation will involve two major activities: (1) the production of a Final Report Summary and a Final Technical Report, which will present decision information regarding the continuance and/or modification of the program's instructional and other components; and (2) the production of an Annual Evaluation Report for the Texas Education Agency, documenting the achievement of program objectives regarding academic achievement, parental involvement, and meeting the health and clothing needs of migrant students. These reports will require needs assessment, process, and outcome data from numerous sources, all of which are cross referenced. The evaluation design includes a complete information dissemination schedule and an evaluation time resources allocation plan. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED178260

research and evaluation

RC 011694

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Fred M. Holley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AUSTIN INDEPENDENT SCHOOL DISTRICT TEXAS

Austin Independent School District

2

EVALUATION DESIGN

ESEA Title I Migrant Program

Fall, 1979

Patsy F. Totusek, Ph. D., Evaluator

Jonathan Curtis, Ph. D., Senior Evaluator

Ezra Gottheil, Data Analyst
Ruth Fairchild, Secretary

Approved:

Freda Holley

Freda M. Holley, Ph. D.
Director of Research and Evaluation

Publication Number: 79.03

ACKNOWLEDGEMENT AND DISCLAIMER

The project presented or reported herein was performed pursuant to a grant from the Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department and no official endorsement by the Department should be inferred.

79.03

PROGRAM STAFF

The following Austin Independent School District staff members are responsible for the implementation of the Title I Migrant Program.

Oscar Cantu
Title I/Title I Migrant Administrator

Jose Mata
Migrant Coordinator

Kathleen Bryan, R. N.
Family Nurse Practitioner

Alicia Talamantez
Migrant Parent Involvement Specialist

Timy Baronoff
Early Childhood Coordinator

TABLE OF CONTENTS

I. Evaluation Design Review Form. 1

II. Narrative Summary
- A. Program Summary. 2
- B. Evaluation Summary 5

III. Decision Questions
- A. Questions Addressed. 6
- B. Overview 7

IV. Information Needs
- A. Needs. 20
- B. Overview 22

V. Dissemination. 34

IV. Information Sources Summary. 35

IIV. Data To Be Collected In The Schools. 40

VIII. Evaluation Time Resources Allocation Summary 42

79.03

I

EVALUATION DESIGN REVIEW FORM

The following persons have been provided with an opportunity to review and to make comments on pertinent sections of this design.

Mauro Reyna, Assistant Superintendent
Division of Educational Development

Lawrence Buford,
Director of Secondary Education

M. G. Bowden,
Director of Elementary Education

Lee Laws,
Director of Developmental Programs

Oscar Cantu,
Title I/Title I Migrant Administrator

Jose Mata,
Migrant Program Coordinator

Kathleen Bryan,
Migrant Family Nurse Practitioner

Alicia Talamantez
Parent Involvement Specialist

John Belle,
Area Director

Ed Leo,
Area Director

Roberta Hartung,
Area Director

Maud Sims, Assistant
Director of Secondary Education

Bertha Means,
Secondary Reading Coordinator

Margaret Ruska, Secondary
Language Arts Coordinator

Yolanda Leo,
Instructional Coordinator

Lucy Sahraie,
Instructional Coordinator

Ida Hunt,
Instructional Coordinator

La Vonne Rogers,
Instructional Coordinator

Paola Zinnecker,
Instructional Coordinator

Timy Baranoff,
Early Childhood Coordinator

Elementary Principals
With a Migrant Teacher

Secondary Principals
With a Migrant Teacher

II A

PROGRAM SUMMARY

The Title I Migrant Program is a rapidly growing, federally-funded project in the Austin Independent School District. It is designed to meet the unique needs of the District's migrant students. Funds to aid in the education of migrant students are made available to the states based on the number of students who are home-based within each state. The Texas Education Agency then allocates the Texas funds to local districts based on district need and program quality. Both *currently migratory* and *formerly migratory* children may be served by the Migrant Program. A *currently migratory* child is one (a) whose parent or guardian is a migratory agricultural worker or migratory fisherman; and (b) who has moved within the past 12 months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. The term "agricultural activity" means "any activity related to crop production (including the preparation of soil and the storing, curing, canning, or freezing of crops); any activity related to the production and processing of milk, poultry, and livestock (for human consumption); and any operation involved in forest nurseries and fish farms." Students retain their currently migratory status for one year following their arrival in the school district. Students who remain in the district following their year of current eligibility are considered *formerly migratory* students (with the concurrence of the parents) for a period of five years. Currently and formerly migratory students are eligible for the same program services.

The level of funding for the Migrant Program in 1978-79 was slightly more than $800,000. For the 1979-80 school year, the funding level has risen to $845,745.

The activities of the Migrant Program are centered around

- recruitment of students and parental involvement
- an at-home program for two- and three-year-old children*
- an instructional program for pre-kindergarten through high school students
- health and clothing support services

Recruitment and Parental Involvement

In the past, it has been the responsibility of the Migrant Parent Involvement Specialist, the Title I Migrant community representatives, and the Migrant Student Record Transfer System (MSRTS) clerk to see that all currently migratory and formerly migratory students in the District were registered with the program each year. In order to be eligible for the services provided by the program, the parents of the students had to complete a Certificate of Eligibility/Identification. In signing this form, the parents certified that their children met the

*Pending approval from the Texas Education Agency.

definition of a migrant student. Using the previous year's list of migrant students and other sources of information, the Parent Involvement Specialist and community representatives began making home visits to register currently migratory and formerly migratory students prior to the beginning of the school year. When the Eligibility/Identification forms were completed, they were sent by the MSRTS clerk to the Region XIII Education Service Center for entry into the MSRTS data bank in Little Rock, Arkansas. In addition, the MSRTS clerk saw that educational information in the data bank was updated on a periodic basis and maintained lists of registered migrant students by family and by school.

A number of operational changes, however, have been made in the recruitment procedures, effective September, 1979. While annual eligibility forms are still required for all currently migratory students, it is no longer necessary to obtain annual signatures for formerly migratory students if eligibility forms for the formerly migratory students are already on file in the district. Furthermore, local education agencies are no longer required to transmit academic and health information for formerly migratory students, unless the students withdraw prior to the close of the regular term. A new procedure (Skills Information System) has been adopted for transmitting academic information on currently migratory students and is now in operation.

The Migrant Program is also required by federal guidelines to establish Parent Advisory Councils (PACs) at each local campus with a Migrant teacher and for the District as a whole. The PACs provide the parents of migrant students and other community members with an opportunity to learn more about the Migrant Program. PACs also allow parents to advise the District in its operation of the Migrant Program and its planning for future Migrant activities. It is the responsibility of the Parent Involvement Specialist and the community representatives to see that the PACs are established and operate in accordance with federal regulations.

Instructional Programs

Project Migrant Happy Talk*: Project Migrant Happy Talk is an instructional program for two- and three-year-old migrant students. It attempts to develop essential skills in language and basic concepts through verbal interaction between mother and child. Two community representatives will act as toy demonstrators and model verbal interaction strategies for the mother to use with the child. The project instructor will design the interaction strategies, and will be paid from other than Title I Migrant funds.

Pre-Kindergarten: The Migrant Program currently has eight pre-kindergarten classes. The pre-kindergarten program is for students who are four years old as of September 1, 1979. The current campuses with pre-K classes are Allison, Brooke, Dawson, Metz, Oak Springs, Ridgetop, St. Elmo, and Zavala. Each pre-K classroom is staffed with a teacher and an instructional aide. Seven of the

*Pending approval from the Texas Education Agency.

eight pre-K units have a part-time student aide who is made available through the local Home Economics Cooperative Education program. The pre-kindergarten program will use a bilingual curriculum developed by the Southwest Educational Development Laboratory, supplemented by the Title I Early Childhood Curriculum.

Grades K-5: The Migrant Program will have a Migrant teacher in each of the following schools: Allison, Becker, Brooke, Dawson, and Ortega. The instructional emphasis will be Oral/Written Communication through the Title I instructional model adopted by each school.

Grade 6: The Migrant Program will have one Migrant teacher on each of the following campuses: Travis Heights Sixth-Grade School, Allan Sixth-Grade School*, and Martin Sixth-Grade School*. The instructional emphasis in the sixth grade will be on Language Arts/Reading Skills.

Grades 7-12: Migrant teachers will be located on the following secondary campuses: Allan Junior High*, Martin Junior High*, Fulmore Junior High, Johnston High School (two teachers), and Travis High School. The instructional emphasis at grades 7-12 will be Language Arts/Reading Skills.

Migrant students attending schools without a Migrant teacher are expected to be served by other compensatory programs.

Health and Clothing Services

The Migrant Program provides health and clothing benefits to migrant students who are in need of them. To receive the benefits, the students must meet the low-income criterion, and be served by a compensatory education program such as the Migrant Program, Title I Regular, or the Title VII Bilingual Program. The Family Nurse Practitioner employed by the Migrant Program screens and examines migrant students and makes referrals to physicians and dentists as needed. Funds from the Migrant Program are used to purchase glasses and pay medical, dentist, and lab fees.

Clothing requests are normally initiated by the classroom teachers and signed by the school principals. The clothing requests are then processed through the Parent Involvement Office, and the community representatives are responsible for purchasing and delivering the goods.

*Martin and Allan each have one Migrant teacher. The Migrant teachers at these schools serve students in grades 6-8.

IIB

EVALUATION SUMMARY

Evaluation of the 1979-80 Title I Migrant Program involves two major activities:

- The production of a Final Report Summary and a Final Technical Report which present information relevant to the decision questions previewed in this document; and
- The production of an Annual Evaluation Report for TEA which documents the extent to which program objectives have been achieved.

These activities require the collection of needs assessment, process, and outcome data.

Needs assessment data will be used to determine the number of students eligible for Migrant services in 1979-80, their location on AISD campuses, and their achievement levels.

Process data will be used to analyze the extent and efficiency with which program components have been implemented. Data in this category include Migrant teacher questionnaires; interviews with the Migrant Coordinator, Migrant Nurse, and Migrant teachers; classroom observations; and PAC meeting records.

Outcome data will indicate the extent to which the Migrant Program has had an impact on the achievement of migrant students. Among the measures used will be the Iowa Tests of Basic Skills, the California Achievement Tests, the Bilingual Early Childhood Program Mastery Tests, the Peabody Picture Vocabulary Test, the Boehm Test of Basic Concepts, and the Tests of Basic Experiences.

III A
DECISION QUESTIONS ADDRESSED

Program Questions

D1. Should the Pre-K Instructional Component be continued as it is, modified, expanded, or deleted?

D2. Should the K-5 Instructional Component be continued as it is, modified, expanded, or deleted?

D3. Should the 6-12 Instructional Component be continued as it is, modified, expanded, or deleted?

D4. Should staff development sponsored by the Migrant Program be expanded or modified?

D5. Should the Health Services Component be continued as it is, modified, expanded, or deleted?

D6. Should the Parental Involvement Component be continued as it is, modified, expanded, or deleted?

D7. Should the Happy Talk Component be continued as it is, modified, expanded, or deleted?*

*Pending approval from the Texas Education Agency.

III B
DECISION QUESTIONS OVERVIEW

79.03

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
Program Questions				
D1. Should the Pre-K Instructional Component be continued as it is, modified, expanded, or deleted?	February and August 1980	January and June 1980	D1-1. Did the pre-K students meet the achievement objective? *Upon completion of the required units, the participants in the pre-kindergarten program will master an average of 10 of the 12 items on Mastery Tests I and II, and 8 of the 10 items on Mastery Test III of the SEDL Bilingual Early Childhood Program Curriculum.*	a) BECP Mastery Tests
			D1-2. How was the Pre-K Component implemented?	a) Classroom Observations
			D1-3. Were any difficulties encountered by the pre-K teachers in the implementation of the Pre-K Component?	
			a) What problems were identified by the pre-K teachers in the fall of 1979?	a) Interview with Migrant Pre-K Teachers, Fall b) Interview with Migrant Coordinator, Fall
			b) Were problems resolved by the end of the year? Who was involved in the resolution of problems?	a) Interview with Migrant Pre-K Teachers, Spring b) Interview with Migrant Coordinator, Spring

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D1-4. How many pre-K students did the Migrant teachers serve?	
			a) What number and percent of eligible pre-K students received services from a Migrant teacher?	a) Migrant Student Attendance Form
			b) What was the average number of pre-K students seen daily by a Migrant teacher during a six-weeks period?	a) Migrant Student Attendance Form
			c) What was the average number of pre-K students served by a Migrant teacher during a six-weeks period?	a) Migrant Student Attendance Form
			d) What was the average number of days of instruction received by pre-K students during a six-weeks period?	a) Migrant Student Attendance Form
			D1-5. What supervision problems identified in 1978-79 were resolved during 1979-80?	
			a) In the fall of 1979, were the Migrant pre-K teachers able to clearly identify their supervisors and describe the respective responsibilities of each?	a) Migrant Teacher Questionnaire b) Interview with Migrant Coordinator, Fall

III B
DECISION QUESTIONS OVERVIEW

79.03

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			b) Were the expectations of the Migrant pre-K teachers with regard to supervision fulfilled during the 1979-80 school year?	a) Interview with Migrant Pre-K Teachers, Spring b) Interview with Migrant Coordinator, Spring
			D1-6. How do the pre/posttest gains made by the migrant pre-K students on the TOBE compare with the pre/posttest gains made by the Title I pre-K students?	a) TOBE
			D1-7. What has been the long-term effect of participation in the Migrant Pre-K Component?	a) Pre-K Longitudinal File
D2. Should the K-5 Instructional Component be continued as it is, modified, expanded, or deleted?	February and August 1980	January and June 1980	D2-1. Were the achievement objectives met? Kindergarten *By February of the 1979-80 school year, those migrant kindergarten students served by the Migrant Program will demonstrate an understanding of basic concepts by scoring an average gain of 6.5 points between pre and post administrations of the Boehm Test of Basic Concepts.*	a) Boehm Test of Basic Concepts

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			<u>First Grade</u> *By April of the 1979-80 school year, those first-grade students served by the Migrant Program will demonstrate a basic knowledge of reading by scoring an average grade equivalent within one month of that expected for students in the eighth month of the first grade as measured by a single administration of the California Achievement Test (Reading Section) in April 1980.* <u>Grades 2 through 5</u> *By April of the 1979-80 school year, those migrant students in grades two through five who are served by the Migrant Program will demonstrate a gain of .8 months of reading achievement per month of instruction as measured by the Reading Section of the California Achievement Test (combined Vocabulary and Comprehension subtests).*	a) ITBS (The ITBS will replace the California Achievement Test as the assessment instrument for the first-grade migrant students.) a) CAT - Pretest Measure b) ITBS - Posttest Measure (The ITBS will replace the CAT as the posttest measure for the migrant students in grades 2-5. An ITBS-CAT equating study will be conducted to allow the calculation of pre-posttest gains.)

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D2-2. How successful was the implementation of the K-5 Component?	
			a. What problems were identified by the pre-K teachers in the fall of 1979?	a) Interview with Migrant K-5 Teachers, Fall b) Interview with Migrant Coordinator, Fall
			b. Were problems resolved by the end of the year? Who was involved in the resolution of problems?	a) Interview with Migrant K-5 Teachers, Spring b) Interview with Migrant Coordinator, Spring
			c. What number and percent of the eligible K-5 students received services from a Migrant teacher?	a) Migrant Student Attendance Form
			d. What was the average number of K-5 students seen daily by a Migrant teacher during a six-weeks period?	a) Migrant Student Attendance Form
			e. What was the average number of K-5 students served by a Migrant teacher during a six-weeks period?	a) Migrant Student Attendance Form
			f. What was the average number of days of instruction received by K-5 students during a six-weeks period?	a) Migrant Student Attendance Form

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D2-3. What supervision problems identified during 1978-79 were resolved during 1979-80?	
			a) In the fall of 1979, were the Migrant K-5 teachers able to clearly identify their supervisors and describe the respective supervisory responsibilities of each?	a) Migrant Teacher Questionnaire b) Interview with Migrant Coordinator, Fall
			b) Were the expectations of the Migrant K-5 teachers with regard to supervision fulfilled during the 1979-80 school year?	a) Interviews with Migrant K-5 Teachers, Spring b) Interview with Migrant Coordinator, Spring
D3. Should the 6-12 Instructional Component be continued as it is, modified, expanded, or deleted?	February and August 1980	January and June 1980	D3-1. Were the achievement objectives met? Grades 6-12 *As of April of the 1979-80 school year, those secondary migrant students who are served by the Migrant Program will demonstrate a gain of .8 months per month of instruction as measured by the Vocabulary subtest of the California Achievement Test.*	Grade 6 a) CAT- Pretest Measure b) ITBS - Posttest Measure (The ITBS will replace the CAT as the posttest measure for the migrant students in grade six. An ITBS - CAT equating study will be conducted to allow the calculation of pre-posttest gains.) Grades 7 - 12 a) CAT

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D3-2. How successful was the implementation of the 6-12 Component?	
			a) What problem areas were identified by the 6-12th grade Migrant teachers in the fall of 1979?	a) Interview with Migrant 6-12th Grade Teachers, Fall b) Interview with Migrant Coordinator, Fall
			b) Were problems resolved by the end of the year? Who was involved in the resolution of problems?	a) Interview with Migrant 6-12th Grade Teachers, Spring b) Interview with Migrant Coordinator, Spring
			c) What number and percent of eligible 6-12th grade students received services from a Migrant teacher?	a) Migrant Student Attendance Form
			d) What was the average number of 6-12th grade students seen daily by the Migrant teachers during a six-weeks period?	a) Migrant Student Attendance Form
			e) What was the average number of 6-12th grade students served during a six-weeks period?	a) Migrant Student Attendance Form
			f) What was the average number of days of instruction received by the 6-12th grade migrant students during a six-weeks period?	a) Migrant Student Attendance Form

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			g) What number and percent of the students eligible for Migrant services received supplementary reading instruction from another source?	a) Compensatory Programs Master List
			D3-3. What assessment instruments/ procedures were used by the 6-12th grade Migrant teachers to place students on an instructional level?	a) Interview with Migrant 6-12th Grade Teachers, Fall/Spring
			D3-4. Is formal inservice training in diagnostic/assessment procedures needed in 1980-81?	a) Interview with Migrant 6-12th Grade Teachers, Fall/Spring
			D3-5. What supervision problems identified in 1978-79 were resolved during 1979-80?	
			a) In the fall of 1979, were the Migrant 6-12th grade teachers able to clearly identify their supervisors and describe the respective supervisory responsibilities of each?	a) Migrant Teacher Questionnaire b) Interview with Migrant Coordinator, Fall
			b) Were the expectations of the Migrant 6-12th grade teachers with regard to supervision fulfilled during the 1979-80 school year?	a) Interview with Migrant 6-12th Grade Teachers, Spring b) Interview with Migrant Coordinator, Spring

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
D4. Should staff development sponsored by the Migrant Program be expanded or modified?	February 1980	January 1980	D4-1. How effective were the staff development sessions sponsored by the Migrant Program?	a) Staff Development Evaluation Forms
			D4-2. In what additional staff development activities did Migrant instructional staff participate?	a) Staff Development Questionnaire
D5. Should the Health Services Component be continued as it is, modified, expanded, or deleted?	February 1980	January and June 1980	D5-1. Were the component's objectives met?	
			Pre-K	
			During the 1979-80 school year (including summer school), the Registered Nurse (Family Nurse Practitioner) will provide health services to 90% of the migrant students who are enrolled in the pre-kindergarten classes.	a) Health Services Form b) Medical Expenses Form c) Migrant Student Master File
			K-12	
			The Registered Nurse will provide health services to 75% of the migrant students in grades K-12 who are enrolled in a supplementary educational program. Services will be offered to only those students who meet the criteria of low-income families.	a) Health Services Form b) Medical Expenses Form c) Migrant Student Master File

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D5-2. Were any problems encountered in the implementation of the Health Services Component?	a) Interviews with all Migrant Teachers, Fall and Spring b) Interview with Migrant Nurse, Fall and Spring
D6. Should the Parent Involvement Component be continued as it is, modified, expanded, or deleted?	February 1980	January and June 1980	D6-1. Were the component's objectives met?	
			Local PACs	
			By October of 1979, the Title I/Title I Migrant Parent Involvement Specialist and/or the campus level administrator will have established a local Title I Migrant Parent Advisory Council or a local combined Title I/Title I Migrant Parent Advisory Council on each Migrant Program campus. A local PAC will be considered established by October 1979 if a meeting has been held by that date and the required number of members have been elected.	a) Local PAC Data: Agendas, Minutes, Rosters
			Districtwide PAC	
			By October, 1979, the Title I/Title I Migrant Parent Involvement Specialist will establish the combined Title I/Title I Migrant districtwide Parent Advisory	a) Districtwide PAC Data: Agendas, Minutes, Rosters

III B
DECISION QUESTIONS OVERVIEW

79.03

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			Council. The districtwide council will be considered to have been established if by October, 1979, a meeting of the districtwide PAC has been held and the required number of members have been elected to the districtwide PAC.	
			<u>Clothing Purchases</u>	
			During the 1979-80 school year, the Title I/Title I Migrant Parent Involvement office will purchase clothing for needy and eligible migrant children as referred by the Migrant instructional staff and the campus administration. By April, 1980, at least 90% of the students for whom clothing has been requested will have received the clothing.	a) Clothing Request Form b) Clothing Purchases Form
			<u>Parent Training</u>	
			During the 1979-80 school year, the Title I/Title I Migrant Parent Involvement Staff will provide training on how to reinforce learning in the home and information on the availability of	a) Local PAC Data: Agenda, Minutes, Rosters

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			services for parents of at least 10% of the migrant students on each Migrant Program campus.	
			D6-2. Did more Migrant parents attend local and districtwide PAC meetings during 1979-80 than they did during 1978-79?	a) Local and Districtwide PAC Rosters
D7. Should the Happy Talk Component be continued as it is, modified, expanded, or deleted?*	February 1980	January and June 1980	D7-1. Were the component's objectives met?	
			Achievement	
			Migrant Happy Talk participants will demonstrate a significantly higher vocabulary achievement level than a control group of non-participants, as measured by pre- and posttest administrations of the Peabody Picture Vocabulary Test (p<.05 level of significance).	a) Peabody Picture Vocabulary Test
			Parental Support	
			Parents of Migrant Happy Talk participants will show an increase in support of the goals of the Happy Talk program, as measured by pre-	a) Happy Talk Parent Questionnaire

*Pending approval from the Texas Education Agency.

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			and posttest administrations of a parent questionnaire.	
			D7-2. Were problems encountered in the implementation of the Happy Talk Component?	a) Interview with Happy Talk Coordinator b) Interview with Happy Talk Community Representatives

IV A

INFORMATION NEEDS

Annual Evaluation Report for the Texas Education Agency, Summer Term, 1979

I1. How many migrant students were served by instructional and/or support components of the Migrant Program (by grade and ethnicity) during the summer term?

I2. To what extent have the objectives been attained?

Needs Assessment Document

I3. How many migrant students will be enrolled in each school (by grade) in the 1980-81 academic year?

I4. What is the achievement level of the migrant students by school and grade? How do they compare with the district average?

I5. What compensatory programs serve migrant students at each grade for each school; how many migrant students are served by each?

I6. What health and clothing needs have been identified for the migrant students?

1980-81 Title I Migrant Application to the Texas Education Agency

I7. Are the objectives in each of the proposed components written in a clear and precise manner? Are the intended activities measurable?

I8. How will the objectives in each of the components be evaluated?

I9. What are the proposed objectives for the 1980-81 evaluation component?

I10. What is the proposed budget for the 1980-81 evaluation component?

Annual Evaluation Report for the Texas Education Agency

I11. How many migrant students (total) participated in instructional components funded by Title I Migrant during 1979-80?

I12. How many migrant students participated in support components funded by Title I Migrant during 1979-80?

I13. How many migrant students were served by instructional and/or support components of the Migrant Program (by grade and ethnicity) during 1979-80?

I14. How many parents were involved in each component?

I15. How many students (by grade) were involved in each instructional component?

I16. How many students received medical and/or dental treatment provided through Migrant funds?

I17. How many migrant students participated in instructional components funded by other compensatory programs?

I18. How many migrant students participated in Plan A or Plan B special education programs?

I19. What was the average gain in grade equivalents of migrant students at each grade level?

I20. To what extent have the objectives for each component been attained?

IV B

INFORMATION NEEDS OVERVIEW

79.03

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
A. Annual Evaluation Report for the Texas Education Agency, Summer Term, 1979		
I1. How many migrant students were served by instructional and/or support components of the Migrant Program (by grade and ethnicity) during the summer term?	8-31-79	a) Summer School Rosters
I2. To what extent have the objectives been attained?		
Pre-K and K-5		
By the end of the summer program, the migrant children in pre-K and K-5 summer school classes will show significant gains on a measurement instrument to be developed by the Office of Research and Evaluation staff, or a commercially prepared test applicable to the target population.	8-31-79 and 11-30-79	a) TOBE - Language Test b) CAT
Secondary		
Between 50 and 100 secondary students will be registered and will attend classes offered through the AISD regular summer school program and 80% will receive credit for courses taken. Only academic subjects will be offered to migrant students.	8-31-79	a) Summer School Rosters

IV B

INFORMATION NEEDS OVERVIEW

79.03

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
B. Needs Assessment Document		
I3. How many migrant students will be enrolled in each school by grade in the 1980-81 academic year?	2-1-80	a) Migrant Student Master File
I4. What is the achievement level of the migrant students by school and grade? How do they compare with the district average?	2-1-80	a) Migrant Student Master File b) Boehm c) MRT d) CAT e) STEP
I5. What compensatory programs serve migrant students at each grade for each school; how many migrant students are served by each?	2-1-80	a) Migrant Student Master File b) Compensatory Programs Master List
I6. What health and clothing needs have been identified for the migrant students?	2-1-80	a) Health Services Form b) Medical Expenses Form c) Clothing Purchases Form
C. 1980-81 Title I Migrant Application to the Texas Education Agency		
I7. Are the objectives in each of the proposed components written in a clear and precise manner? Are the intended activities measurable?	2-10-80	a) 1980-81 Title I Migrant Application
I8. How will the objectives in each of the components be evaluated?	2-10-80	a) 1980-81 Title I Migrant Application

IV B

INFORMATION NEEDS OVERVIEW

79.03

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
I9. What are the proposed objectives for the 1980-81 evaluation component?	2-10-80	a) 1980-81 Title I Migrant Application
I10. What is the proposed budget for the 1980-81 evaluation component?	2-10-80	a) 1980-81 Title I Migrant Application
D. Annual Evaluation Report for the Texas Education Agency		
I11. How many migrant students (total) participated in instructional components funded by Title I Migrant during 1979-80?	5-1-80	a) Student Attendance Form
I12. How many migrant students participated in support components funded by Title I Migrant during 1979-80?	5-1-80	a) Health Services Form b) Medical Expenses Form c) Clothing Purchases Form
I13. How many migrant students were served by instructional and/or support components of the Migrant Program (by grade and ethnicity) during 1979-80?	5-1-80	a) Migrant Student Attendance Form b) Health Services Form c) Medical Expenses Form d) Clothing Purchases Form
I14. How many parents were involved in each component?	5-1-80	a) Migrant Student Attendance Form
I15. How many students (by grade) were involved in each instructional component?	5-1-80	a) Migrant Student Attendance Form

24

IV B

INFORMATION NEEDS OVERVIEW

79.03

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
I16. How many students received medical and/or dental treatment provided through Migrant funds?	5-1-80	a) Medical Expenses Form
I17. How many migrant students participated in instructional components funded by other compensatory programs?	5-1-80	a) Migrant Student Master File b) Compensatory Programs Master List
I18. How many migrant students participated in Plan A or Plan B special education programs?	5-1-80	a) Special Education File
I19. What was the average gain in grade equivalents of migrant students at each grade level?	5-1-80	a) Boehm b) CAT c) ITBS
I20. To what extent have the objectives for each component been attained?	5-1-80	
<u>Pre-Kindergarten Component</u>		
Upon completion of the required units, the participants in the pre-kindergarten program will master an average of 10 of the 12 items on Mastery Tests I and II and 8 of the 10 items on Mastery Test III of the SEDL Bilingual Early Childhood Program Curriculum.	5-1-80	a) BECP Mastery Tests

25

IV B

INFORMATION NEEDS OVERVIEW

79.03

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
Kindergarten		
By February of the 1979-80 school year, those migrant kindergarten students served by the Migrant Program will demonstrate an understanding of basic concepts by scoring an average gain of 6.5 points between pre and post administrations of the Boehm Test of Basic Concepts.	5-1-80	a) Boehm
First Grade		
By April of the 1979-80 school year, those first-grade students served by the Migrant Program will demonstrate a basic knowledge of reading by scoring an average grade equivalent within one month of that expected for students in the eighth month of the first grade as measured by a single administration of the California Achievement Test (Reading Section) in April 1980.	5-1-80	a) ITBS (The ITBS will replace the CAT as an achievement measure for the migrant students in the first grade.)

IV B

INFORMATION NEEDS OVERVIEW

79.03

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
Grades 2 through 5 *By April of the 1979-80 school year, those migrant students in grades two through five who are served by the Migrant Program will demonstrate a gain of .8 months of reading achievement per month of instruction as measured by the Reading Section of the California Achievement Test (combined Vocabulary and Comprehension subtests).*	5-1-80	a) CAT - Pretest Measure b) ITBS - Posttest Measure (The ITBS will replace the CAT as the posttest measure for the migrant students in grades 2 - 5. An ITBS - CAT equating study will be conducted to allow the calculation of pre-posttest gains.)
Grades 6 through 12 *As of April of the 1979-80 school year, those secondary migrant students who are served by the Migrant Program will demonstrate a gain of 0.8 months per month of instruction as measured by the Vocabulary subtest of the California Achievement Test.*	5-1-80	Grade 6 a) CAT - Pretest Measure b) ITBS - Posttest Measure (The ITBS will replace the CAT as the posttest measure for the migrant students in grade six. An ITBS - CAT equating study will be conducted to allow the calculation of pre-posttest gains.) Grades 7 - 12 a) CAT
Health Services *During the 1979-80 school year (including summer school), the Registered Nurse (Family Nurse Practitioner) will provide health services to 90% of the migrant*	5-1-80	a) Health Services Form b) Medical Expenses Form c) Migrant Student Master File

27

INFORMATION NEEDS OVERVIEW

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
students who are enrolled in the pre-kindergarten classes and 75% of the migrant students in grades K-12 who are enrolled in a supplementary educational program. Services will be offered to only those students who meet the criteria of low-income families.		
Parent Involvement		
By October of 1979, the Title I/ Title I Migrant Parent Involvement Specialist and/or the campus level administrator will have established a local Title I Migrant Parent Advisory Council or a local combined Title I/Title I Migrant Parent Advisory Council on each campus. A local PAC will be considered established by October 1979 if a meeting has been held by that date and the required number of members have been elected.	5-1-80	a) PAC Data
By October 1979, the Title I/Title I Migrant Parent Involvement Specialist will establish the combined Title I/Title I Migrant districtwide Parent Advisory Council. The districtwide council will be considered to have been established if by October,	5-1-80	a) PAC Data

IV B

INFORMATION NEEDS OVERVIEW

79.03

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
1979, a meeting of the districtwide PAC has been held and the required number of members have been elected to the districtwide PAC.		
During the 1979-80 school year, the Title I/Title I Migrant Parent Involvement office will purchase clothing for needy and eligible migrant children as referred by the Migrant instructional staff and the campus administration. By April 1980, at least 90% of the students for whom clothing had been requested will have received the clothing.	5-1-80	a) Clothing Requests Form b) Clothing Purchases Form
During the 1979-80 school year, the Title I/Title I Migrant Parent Involvement staff will provide training on how to reinforce learning in the home, and information on the availability of services for parents of at least 10% of the migrant students on each Migrant Program campus.	5-1-80	a) PAC Data

29

IV B

INFORMATION NEEDS OVERVIEW

79.03

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
Evaluation Component		
By September 30, 1979, the Title I Migrant evaluation staff will have published an Evaluation Design which details decision and evaluation questions to be addressed by the evaluation, the data and information sources to be used, a timeline of testing activities, and the analysis procedures to be used.	9-30-79	a) 1978-79 Title I Migrant Evaluation Design b) Conferences with Title I Migrant Program Staff c) 1978-79 Title I Migrant Final Report Summary
By June 30, 1980, the Migrant evaluation staff will have published a Final Technical Report and Report Summary which address the decision questions outlined in the Evaluation Design.	6-30-80	a) Information sources listed in the Evaluation Design activities for 1979-80
By July 1, 1980, the Migrant evaluation staff will have sent to the Texas Education Agency the Annual Evaluation Report.	7-1-80	a) Information sources listed in the Evaluation Design activities for 1979-80
By July 31, 1979, a Final Technical Report and a Final Report Summary for the 1978-79 Migrant Program will be presented to the AISD Board of Trustees.	7-31-79	a) Not applicable

30

IV B

INFORMATION NEEDS OVERVIEW

79.03

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
By August 15, 1979, a copy of the Final Report Summary will be distributed to all Migrant Program staff principals of Migrant schools, and district administrators responsible for coordinating the various instructional programs. The Final Report Summary will also be distributed to the Parent Advisory Council members at the first districtwide Title I/Title I Migrant PAC meeting for the 1979-80 academic year.	8-15-79	a) Not applicable
By August 31, 1979, a Decision Packet will be prepared for use by a districtwide recommendations committee in making recommendations to the AISD Board of Trustees regarding the Title I Migrant Program.	8-31-79	a) 1978-79 Title I Migrant Final Report Summary
By February 1, 1980, a Needs Assessment document will be presented to the Migrant Program staff for their use in planning the 1980-81 application.	2-1-80	a) 1979-80 Title I Migrant Needs Assessment b) Conferences with Title I Migrant Program Staff

31

IV B

INFORMATION NEEDS OVERVIEW

79.03

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
MSRTS		
Within one week after each migrant student is identified and recruited, eligibility forms for the student will be transmitted to the ESC terminal site. Identification, recruitment and processing of eligibility forms of migrant students will continue throughout the year.	5-1-80	a) Migrant Student Master File b) ESC Terminal Records
Within one week of receipt of transfer forms from Little Rock, Arkansas, MSRTS staff will provide transfer forms (instructional and medical) to Migrant teachers and health personnel.	5-1-80	a) ESC Terminal Records b) MSRTS Records
Within one week after migrant students withdraw from school, final update and withdrawal information will be transmitted to the terminal site.	5-1-80	a) ESC Terminal Records b) MSRTS Records
All updated (medical and instructional) information will be transmitted to the ESC terminal site within one week of availability from the terminal.	5-1-80	a) ESC Terminal Records b) MSRTS Records

32

IV B

INFORMATION NEEDS OVERVIEW

79.03

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
Happy Talk*		
Migrant Happy Talk participants will demonstrate a significantly higher vocabulary achievement level than a control group of nonparticipants, as measured by pre- and postadministrations of the Peabody Picture Vocabulary Test ($p \leq .05$ level of significance).	5-1-80	a) Peabody Picture Vocabulary Test
Parents of Migrant Happy Talk participants will show an increase in support of the goals of the Happy Talk program, as measured by pre and postadministrations of a parent questionnaire.	5-1-80	a) Happy Talk Parent Questionnaire

*Pending approval from the Texas Education Agency.

33

V

DISSEMINATION

INFORMATION	DISSEMINATION FORMAT	DATE	PERSONS RECEIVING
1. Evaluation Findings for 1978-79	a) Final Technical Report	8-13-79	School Board, DDP, Program Staff, TEA
	b) Final Report Summary	8-13-79	School Board, DDP, Program Staff
	c) TEA Final Report	7-1-79	TEA
	d) Decision Packet	8-15-79	Cabinet, Ass't. Superintendent, Decision-making Committee
	e) Descriptive Brochure	10-1-79	PAC, DDP, Program Staff, principals of schools with Migrant teachers
	f) Oral presentation	9-13-79	PAC
2. Summer School Evaluation, 1979	a) Summer school Report	9-1-79, 11-30-79	TEA
3. Evaluation Design, 1979-80	a) Outline of data to be collected	9-30-79	DDP, Dep'ts. of Educational Instructional Coordinators, school principals
4. Interim Findings	a) Needs Assessment Document/ Program Application	2-1-80	DDP, Program Staff
	b) Informative memos	Throughout the year	

VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
TEST DATA					
1. BECP Mastery Tests	Migrant pre-kindergarten students.	I20, D1-1	September through April	Frequency distribution of number of items correct for each Mastery Test completed.	Each Mastery Test will be given by teachers at the end of each group of units.
2. Boehm Test of Basic Concepts	Migrant kindergarten Students.	I4, I19, I20, D2-1	September and February	Frequency distribution of raw scores and computation of a mean and median. Conversion to percentile ranking.	Districtwide Testing.
3. Tests of Basic Experiences (TOBE)	All pre-K migrant students.	I2, D1-6	July, October, and April	T-test for correlated data for students pre- and post-tested. Comparison of pre/posttest gains attained by pre-K migrant students and pre-K Title I students.	The TOBE will be administered by the Migrant pre-K teachers. A practice test will be administered before the pre- and posttest.
4. California Achievement Tests (CAT)	All migrant students served by a Migrant teacher grades 2-12 (pre-test makeups). All migrant students served by a Migrant teacher grades 7-12 (posttest).	I4, I19, I20, D3-1	October, December, and March	Frequency distribution of gains in grade equivalents by grade and computation of a mean and median gain by grade. Computation of mean and median raw scores by grade and conversion to percentile ranking. Computation by grade of average gain in grade equivalents per month of instruction.	Special Migrant testing, pretest makeups, grades 2-12. Special Migrant testing, posttests, graden 7-12.

VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
5. Iowa Tests of Basic Skills	All migrant students, grades 1-6.	I19, I20, D2-1, D3-1	April	Same as for the California Achievement Tests.	Districtwide Testing.
6. Peabody Picture Vocabulary Test	All migrant students in the Happy Talk Program.	I20, D7-1	Undetermined	T-test for correlated data for students tested pre and post. T-test for independent samples for treatment and control groups.	Implementation of component delayed due to uncertainty of funding.
7. Metropolitan Readiness Test	First-grade migrant students.	I4	September	Frequency distribution of raw scores and computation by grade of mean and median. Conversion to percentile ranking.	Districtwide Testing.
8. Sequential Tests of Educational Progress	All migrant students in grades 9-12.	I4	April	Frequency distribution and computation by grade of mean and median raw scores. Conversion to percentile ranking.	Districtwide Testing.
INTERVIEW/QUESTIONNAIRE DATA					
9. Happy Talk Parent Questionnaire	Parents of Happy Talk Program participants.	I20, D7-1	Undetermined	Frequency distribution.	Implementation of component delayed due to uncertainty of funding.
10. Migrant Teacher Questionnaire	All Migrant teachers.	D1-5, D2-3, D3-5.	November	Frequency distribution.	

VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
11. Staff Development Questionnaire	All Migrant teachers.	D4-2	November	Frequency distribution.	
12. Interview with Migrant Teachers, Fall	All Migrant teachers.	D1-3, D1-5, D2-2, D3-2, D3-3, D5-2	October through November	Content coding.	
13. Interview with Migrant Teachers, Spring	All Migrant teachers.	D1-3, D1-5, D2-2, D2-3, D3-2, D3-3, D3-5, D5-2	March through April	Content coding.	
14. Interview with Migrant Coordinator, Fall	Title I Migrant Coordinator.	D1-5, D2-2, D2-3, D3-2, D3-5	October	Content coding.	
15. Interview with Migrant Coordinator, Spring	Title I Migrant Coordinator	D1-5, D2-2, D2-3, D3-2, D3-5	March	Content coding.	
16. Interview with Migrant Nurse, Fall	Migrant Nurse.	D5-2	October	Content coding.	
17. Interview with Migrant Nurse, Spring	Migrant Nurse.	D5-2	March	Content coding.	
18. Interview with Happy Talk Coordinator	Happy Talk Coordinator.	D7-1	April	Content coding.	
19. Interview with Happy Talk Community Representatives	Title I Migrant Happy Talk Community Representatives.	D7-1	April	Content coding.	

VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
DATA FORMS					
20. Migrant Student Attendance Form	All migrant students served by a Migrant teacher.	I11, I13, I14, I15, D1-4, D2-2, D3-2	August through April	Frequency distribution. Total by six-week periods. Comparisons across schools by grade. Comparisons by type of instruction (pull-out vs. teaming vs. regularly scheduled classes).	
21. Clothing Purchases Form	All students receiving clothing.	I12, I13, I20, D6-1	October through April	Frequency distribution. Total by month.	
22. Clothing Requests Form	All students requesting clothing.	I12, I13, I20, D6-1	October through April	Frequency distribution. Total by month.	
23. Health Services Form	All students served by the Migrant Nurse.	I6, I12, I13, I20, D5-1	July through April	Frequency distribution. Total by month.	
24. Medical Expenses Form	All students for whom medical expenses were paid.	I6, I16, D5-1	July through April	Frequency distribution. Total by month.	
25. Staff Development Evaluation Forms	Migrant teachers participating in Migrant staff development.	D4-1	August and September	Frequency distribution.	

VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
LARGE DATA FILES					
26. Compensatory Programs Master List	All students served by compensatory education programs.	I5, I17, D3-2, D5-1	September through April	Frequency distribution of students served by each program and combinations of programs.	
27. Migrant Student Master File	All registered migrant students.	I3, I4, I5, I17	August through April	Frequency distributions by school and grade. Merging with District test files to obtain student achievement data.	
28. Pre-K Longitudinal File	Migrant students through fourth grade.	D1-7	March	To be determined.	
OTHER DATA SOURCES					
29. Classroom observations	Students in migrant pre-K classrooms.	D1-2	November through April	Frequency distributions. Further analyses to be determined.	
30. PAC Data	N/A	I20, D6-1	October through April	Inspection	

VII

DATA TO BE COLLECTED IN THE SCHOOLS

A. Students

September-April

1. *Bilingual Early Childhood Program (BECP) Mastery Tests:*

Administered to the participants in the pre-kindergarten program at the end of a specified number of units. A pretest is also given prior to the first eight units. The Mastery Tests are administered by the pre-K teachers.

October and April

2. *Tests of Basic Experiences (TOBE):*

Administered to the participants in the pre-kindergarten program by the Migrant pre-K teachers. A practice test is given before the pre- and posttest.

October and December

3. *California Achievement Tests - Pretest:*

Makeup pretests will be administered in October and December to migrant students in grades 2-12 who were not tested in the spring, 1979. Migrant teachers who are in schools where students need pretest makeups will be sent a roster of students to be tested.

March

4. *Iowa Tests of Basic Skills - Posttest:*

The Iowa Tests of Basic Skills will be used as a posttest measure for the migrant students in grades 1-6. Although it is scheduled to be administered by classroom teachers, Migrant teachers may be asked to assist.

March

5. *California Achievement Tests - Posttests:*

The CAT will remain the posttest measure for the migrant students in grades 7-12. Migrant teachers will be asked to administer the CAT Vocabulary subtest to the students they have served during the year.

B. Teachers

1. *Migrant Teacher Interview - Fall:*

October through November

To be conducted by the Title I Evaluator with all Migrant teachers. Will require approximately one-half hour.

VII

DATA TO BE COLLECTED IN THE SCHOOLS

2. *Migrant Teacher Questionnaire:*

November/December — To be sent to all Migrant teachers. Will require approximately 10 minutes to complete.

3. *Migrant Teacher Interview - Spring:*

March through April — To be conducted by the Title I Migrant Evaluator with all Migrant teachers. Will require approximately one-half hour.

4. *Classroom Observations:*

November through April — Approximately 80 observations will be conducted in the Migrant pre-K classrooms. Notification of the observation schedule will be sent to each Migrant pre-K school prior to the observation period.

5. *Staff Development Questionnaire:*

November and March — To be sent to all Migrant teachers. Will require approximately 10 minutes to complete.

6. *Migrant Student Attendance Form:*

August through April — To be completed daily by the Migrant teacher and returned to the Migrant Evaluator at the end of each six weeks.

VIII

EVALUATION TIME RESOURCES ALLOCATION

79.03

ACTIVITY	DIRECTOR	SENIOR EVALUATOR	EVALUATOR	PROGRAMMER	EVALUATION ASSISTANT	SECRETARY
INFORMATION SOURCES						
1. BECE	-	-	1	-	-	2
2. Boehm	-	-	1	1	-	-
3. TOBE	-	-	3	2	-	3
4. CAT	-	-	5	5	-	5
5. ITBS	-	-	5	5	-	5
6. Peabody Picture Vocabulary Test	-	-	2	2	-	2
7. MRT	-	-	1	1	-	-
8. STEP	-	-	1	1	-	-
9. Happy Talk Parent Questionnaire	-	-	1	-	-	1
10. Migrant Teacher Questionnaire	-	-	3	-	-	2

42

VIII

EVALUATION TIME RESOURCES ALLOCATION

79.03

ACTIVITY	DIRECTOR	SENIOR EVALUATOR	EVALUATOR	PROGRAMMER	EVALUATION ASSISTANT	SECRETARY
11. Staff Development Questionnaire	-	-	1	-	-	1
12. Interview with Migrant Teachers, Fall and Spring	-	.25	.25	-	-	6
13. Interview with Migrant Coordinator, Fall and Spring	-	.25	2	-	-	1
14. Interview with Migrant Nurse, Fall and Spring	-	-	2	-	-	1
15. Interview with Happy Talk Coordinator	-	-	1	-	-	1
16. Interview with Happy Talk Community Representatives	-	-	1	-	-	1
17. Migrant Student Attendance Forms	-	-	6	4	-	8
18. Clothing Forms	-	-	1	1	-	3
19. Health Services Form	-	-	2	1	-	2
20. Medical Expenses Form	-	-	.5	-	-	1
21. Staff Development Evaluation Forms	-	-	.5	-	-	1

VIII

EVALUATION TIME RESOURCES ALLOCATION

79.03

ACTIVITY	DIRECTOR	SENIOR EVALUATOR	EVALUATOR	PROGRAMMER	EVALUATION ASSISTANT	SECRETARY
22. Compensatory Programs Master List	-	-	2	5	-	-
23. Migrant Student Master File	-	.5	15	10	-	20
24. Pre-K Longitudinal File	-	.5	2	5	-	-
25. Classroom Observations	-	1.5	5	5	-	4
26. PAC Data	-	-	2	-	-	1
SUBTOTAL OF INFORMATION SOURCES	-	3	91	48	-	71
DISSEMINATIONS						
1. Final Report	2	5	50	-	-	50
2. TEA Report	1	1	7	5	-	7
3. Oral Presentations	-	-	1	-	-	1
4. Evaluation Design	.5	1	6	-	-	5
5. Needs Assessment	.5	1	10	5	-	5

VIII

EVALUATION TIME RESOURCES ALLOCATION

79.03

ACTIVITY	DIRECTOR	SENIOR EVALUATOR	EVALUATOR	PROGRAMMER	EVALUATION ASSISTANT	SECRETARY
6. Program Application	.5	1	7	5	-	2
7. Informative Memos	.5	2	28	-	-	44
SUBTOTAL OF DISSEMINATIONS	5	11	109	15	-	114
ADMINISTRATIVE						
1. Other Indirect Time Costs	-	3	30	5	-	45
TOTAL	5	17	230	68	-	230

BOARD OF TRUSTEES

Reverend Marvin C. Griffin, President

Jerry Nugent, Vice President

DeCourcy Kelley, Secretary

Will D. Davis

Nan Clayton

Manuel Navarro

M. K. Hage, Jr.

SUPERINTENDENT OF SCHOOLS

Dr. Jack L. Davidson

DIRECTOR, OFFICE OF RESEARCH AND EVALUATION

Dr. Freda M. Holley